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ABSTRACT

This guide to planning for transition from school to work for middle school or high school students with disabilities in California is intended to assist parents, teachers, and other service providers in coordinating person-centered transition planning and services. The first section examines requirements of the Individuals with Disabilities Education Act (IDEA) and the California School to Work Interagency Transition Partnership (SWITP) regarding transition. The next section focuses on required individual transition plans, identifies essential components, suggests a transition planning process, lists agency resources, and provides a transition planning checklist. A section on transition teams includes a list of qualities and benefits of effective transition teams and a suggested order for team meetings. Interagency coordination teams are considered next in a section which includes a pre-meeting agenda survey and a sample agenda of an interagency coordination meeting. The next section lists California contacts and resources, including contacts for more information about transition teams, contacts for information about transition and system change, SWITP statework group contacts, and resources to support interagency collaboration. A final section offers suggestions for involvement and observations from the field about transition and coordinated services. (DB)

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ED 460 466

Best Practices for Coordinating Transition Services:

Information for

Consumers,

Parents,

Teachers and

Other Service Providers

A Publication of
The California School to Work Interagency
Transition Partnership (SWITP)

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Who is this Manual for?

Transition from School to Adult Life

- IDEA
- SWITP
- School-to-Work

Improving Individual Transition Plans for Everyone

- Transition Services Planning Has Three Main Components
- Thinking About Transition Planning
- Agency Resources
- Transition Checklist

Transition Teams for Individuals in Transition

EC 306 749

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- Transition Teams
- Preparing for Transition Team Meetings
- Strengths, Needs, and Strategies Chart
- Getting from Where I Am to Where I Want to Be!
- Career Planning Profile

Transition Team Meetings

- Suggested Order for Transition Team Meetings
- Meeting Participant List
- Single Transition Plan
- Sample Single Plan
- It Works for Everyone / Observations From the Field

Interagency Coordination Teams

- Interagency Coordination Team Meetings
- Pre-Meeting Agenda Survey
- Sample Agenda Interagency Coordination Meeting

Contacts and Resources

- Contacts for more information about Transition Teams
- Contacts for information about transition and system change
- SWITP Statework Group for information about products and resources
- Resources to support interagency collaboration

What You Can Do to Help

Acknowledgements and Credits

Who is this manual for?

Best Practices for Coordinating Transition Services:

Information for Consumers, Parents, Teachers and Other Service Providers can be used to assist individuals who are in school or in the adult world and need the services of two or more agencies to reach their hopes, dreams and goals for a productive life in the their communities.

For students who are in middle school or high school, the Individuals with Disabilities Education Act (IDEA) and the School-to-Work Opportunities Act are briefly described. IDEA was reauthorized this year by Congress and a major change for students with Individual Educational Programs (IEP) is that planning for transition from school to work needs to begin by age 14. The IEP needs to include an Individual Transition Plan which describes activities the student needs to make a successful transition from school to adult life.

Starting with "Improving Individual Transition Plans for Everybody" a coordinated planning process is described which can be used to help any individual with a disability, in or out of school. This type of planning will assist individuals to realize their goals for independent living, training and careers.

This manual includes tools to prepare for the transition process. Preparation, combined with individual transition teams, will produce plans that reflect the individual's preferences, interests and assistance needed to reach his or her potential. These tools have been used successfully with youth and adults of all different kinds of needs and abilities.

This type of person-centered planning, which puts the individual in transition in the driver's seat, fosters collaboration and produces plans that work for the individual.

Transition from School to Adult Life

Any major transition can present problems and cause anxiety. It can be traumatic when young people with disabilities leave the structured environment of school and confront a maze of public and private agencies in the community. Planning for this transition before leaving school will help the student sort out the maze of resources, overcome the gaps in services, and get him or her started on a productive path. Transition planning is a lifeline to adulthood and should begin early, at least by age 14.

IDEA

The Individuals with Disabilities Education Act (IDEA) requires that a TRANSITION PLAN be included in a student's Individual Education Program (IEP) beginning at age 14. The IEP must include a statement of transition activities, based upon the student's preferences, interests and needs. The student's IEP must include a description of transition activities or goals in these areas:

1) instruction;

2) community experiences;

3) employment and other post-school adult living objectives;

4) if appropriate, daily living skills; and

5) if appropriate, a functional vocational evaluation.

IDEA also outlines the importance of coordination and linkages between agencies to assure a smooth and productive transition from school to adult living.

Importance of Linkages

Planning transition services cannot be done in isolation but must reach beyond the school boundaries into the community. Planning must also reach beyond a student's limitations to explore the student's strengths, interests, hopes and dreams. Transition planning is:

" First, to help students and families think about their life after high school and identify long-range goals;

Second, to design the high school experience to ensure that students gain the skills and connections they need to achieve those goals."

*(*Source*: Individuals with Disabilities Education Act: Transition Requirements, A Guide for States, Districts, Schools and Families.)*

SWITP

The California School to Work Interagency Transition Partnership (SWITP) is a statewide effort to coordinate and improve service delivery systems that support students

with disabilities in moving successfully from school to adult life. Eight state agengies and one federal agency, along with a coalition of consumers and parents, have been working together for over five years to improve transition services. (The partner agencies are highlighted on the next page.)

In July 1996, the SWITP state partners signed a Memorandum of Understanding agreeing to:

Continue to work together to improve existing transition services for individuals

with disabilities and remove barriers to interagency collaboration.

To seek statewide implementation of this collaborative system for individuals with disabilities.

Collaborative Teams SaveTime and Effort

SWITP has demonstrated the effectiveness of collaborative interagency teams. The teams dramatically improved customer service. **A cost benefit analysis found that teams saved time (40%) by reducing duplicative efforts** and by creating new options through cooperative planning and problem solving.

Many community efforts including Welfare Reform, School to Career, JTPA Projects and One Stop service systems require interagency coordination to become comprehensive and successful as "system change" efforts. The SWITP partnership has acquired expertise in building and implementing interagency teams that may be useful to many systems change efforts.

SWITP Guiding Principles

- Focus on consumers/families
- Focus on improved outcomes for consumers
- Implement person-centered planning
- Improve quality and quantity of services
- Provide user friendly and culturally sensitive services

- Eliminate duplication
- Be cost effective and cost neutral
- Reward collaboration between and within agencies

Memorandum of Understanding signed by the SWITP partners:

The partners agreed to support and seek implementations of these goals:

1. Focus on who the system is for, the individual in transition.

2. Include the individual and family as partners.

3. Eliminate barriers to interagency transition planning.

4. Reduce duplication by improving interagency coordination and collaboration.

5. Provide incentives for participation in local teams.

6. Utilize a common transition planning process and document.

7. Provide interagency cross training.

8. Continue the coalition of state level partners developed during the School to Work Interagency Transition Project, to collaborate with and be a resource to, the California Workforce Preparation System and recommend solutions to barriers that individuals with disabilities face in school to work programs.

School-to-Work Opportunities Act (STWOA)

Another initiative which affects individuals with disabilities is the School-to-Work Opportunities Act (STWOA). The STWOA provides seed money to states and local partnerships of businesses, schools, students, community groups and labor groups to create system change.

The purpose of this law is to create programs that will expand career options for all young people, including those with disabilities. STWOA ensures equal access and full participation of ALL youth, regardless of race, color, national origin, gender, disability, or other characteristics. The Act requires that every interested young person will receive an equal opportunity to explore and experience various careers first hand.

California received a five-year STWOA system change grant award in November 1996. In California this grant is known as School to Career (STC). California local partnerships are competing annually for seed money to implement STC projects.

It is important to find out if the school district in your area is part of building a School to Career system. If it is, ask the partners how individuals with disabilities are participating. Technical assistance exists at the state and federal levels to help local partnerships set up programs that will include ALL students.

The SWITP Interagency Policy Board (IPB), which consists of the Directors of the partner agencies (see pages 3-4) or their representatives, serves in an advisory capacity to the School to Career Advisory Council to assist with issues related to students with disabilities. The IPB will oversee the participation of students with disabilities in school to work systems. The IPB will report quarterly on the progress being made to establish a collaborative interagency system for transition services.

The SWITP Home Page at http://www.sna.com/switp provides resources about STC, as well as providing links to other useful resources.

Improving Individual Transition Plans for Everyone

Focuses on and driven by the individual's strengths, interests and preferences:

The person actively participates and leads the process, starting with the selection of the Personal Transition Planning team.

Individual preferences and interests must be key considerations.

Focuses on capacities and opportunities - establishes a vision:

Information is presented in a manner that highlights the positive.

Individual, facilitator and participants look for opportunities to expand the vision.

Creates a flexible, dynamic and informal process:

There is no one right way - there are many ways to develop a successful plan.

Flexible format and flexible strategies are the key.

Requires collaborative team work:

People come prepared to listen and work for solutions, realizing that this is a process that requires creativity, collaboration and hard work.

Requires an effective facilitator:

An effective facilitator listens to people with an open mind, while helping to express the person's dreams. Creates a conducive environment to share information and ideas in a non-judgmental manner.

TRANSITION SERVICE PLANNING HAS THREE MAIN COMPONENTS

1. Person-Centered Planning Tools

Using person-centered methods will help the person in transition to identify his or her interests and strengths. See pages 19-34 for some tools to use that will help individuals discover and organize their preferences, interests, needs, hopes and dreams.

2. Individual Transition Team meeting

The information generated by taking time to think about interests, strengths, and personal goals will indicate who should be invited to this first team meeting. Having all of the potential direct service providers, family members and community members in attendance is critical to develop a successful, realistic and practical transition plan. Including representatives from other agencies should start at least two years before the student is expected to complete high school. Individual team meetings work for all ages and all abilities and with different agencies taking the lead.

"1. Services should be provided in a way that encourages the very best efforts of the person with a disability and his family and friends to do as much as they can for themselves.

"2. Public resources should be used to create and extend natural supports, and to fill in or supplement what individuals, families and friends are able and willing t to do for themselves."

(Excerpt from *On Hopes, Dreams, Preferences and Unrealistic Expectations* by John Shea.)

3. Local Interagency Transition Coordination Teams

A major goal of the SWITP's system change is to form local teams throughout the state. The Interagency Transition Coordination Team sets the stage for local representatives from the SWITP partner agencies, including consumers and families, to meet together on a regular basis to:

- promote collaboration
- build trust
- promote teamwork
- exchange information and
- address any barriers to interagency work.

THINKING ABOUT TRANSITION PLANNING

Where to start? The following steps are important to develop meaningful plans for the indivdiual in transition. (Taking shortcuts usually does not save time in the long run and can often result in plans that do not work.)

1. Gathering information

2. Using person-centered planning tools, and

3. Convening an Individual Transition Team meeting to develop the transition plan.

If the student is still in school, there must be at least yearly meetings to check on the progress and update the plan. (See Transition Checklist on page 15.)

Gathering Information:

DECIDING WHICH SERVICES TO INVESTIGATE

This is the time for the individual to start asking questions about:

- What do I like to do?
- What can I do?
- What do I need to explore?
- What do I need to learn to reach my goals?

On the following pages are a series of questions to help young persons explore the assistance they may need to reach their desired futures.

Transition: What does the Future Hold?

- What help is needed?
- What will you do after leaving high school?
- What about college or adult education?
- Community College Adult education
- Trade/technical school College or University

How about a job?

- Employment Supported employment
- Volunteer placement Community based adult day programs

Where to find employment and training services?

- Specific vocational training Placement programs

What about accommodations and technology?

What about getting around - transportation?

Where to live?

- Your own apartment Live independently
- With a roommate College dormitory
- Residential care facility Family residence

Making ends meet?

- Wages and benefits Income/ Trusts
- Supplemental Security Income (SSI)
- Plan for Achieving Self Support (PASS)
- Food stamps Funding for assistive devices and technology

Medical Services?

- Health insurance/Health plan Medical needs
- Dental needs MediCal

Living on your own?

- Domestic activities Personal attendant
- Consumer skills Money management
- Selective Service registration Voter registration

What about legal help?

- Guardianship Conservatorship Wills

What about friends, relationships and social life?

- Friends Family support Co-workers
- Sex Education Marriage Family Planning
- Children Religion Spirituality

How will you spend your leisure time?

- Hobbies Sports Health/fitness activities
- Community Center programs Clubs
- Community College programs - credit and non-credit classes

What about making your own choices / self-advocacy?

- Making decisions / Who does this / Do you?
- Advocacy skills Negotiating skills Standing up for yourself
- Problem-solving Setting goals for yourself
- Know how to get help you need to meet your goals
- Know what you need to learn in school
- Know how to find out about agencies and other resources

Well-being and happiness?

Do you feel free to ask questions?

Can you tell others about your ideas?

Do you dare to dream - have high hopes and expectations for yourself?

Understand your rights?

- Know your rights - ADA / IDEA / Rehabilitation Act
- Know the eligibility guidelines of different agencies
- Know what to do if you need assistive devices
- Know about other accommodations
- Find someone who can help you with your rights

Agency Resources

The government agencies listed below are part of the California Interagency Transition MOU and are committed to assisting youth and their families in transition. These agencies can help you access the services and assistance in the goal areas you have identified. Remember:

- Services will vary from region to region.
- The services listed below are not intended to be inclusive.
- Please check with your local offices about specific services.

EDUCATION / CALIFORNIA DEPARTMENT OF EDUCATION

- Skill Training Vocational Education
- General Education Special Education
- Work Experience Career Counseling

- Transportation Placement in Workshop
- Health Screening Life Skills Training
- WorkAbility I Transition Partnership Program (TPP)*
- Adult Education Regional Occupational Program and Centers
- WorkAbility II*

* (Department of Rehabilitation eligibility is also required.)

Eligibility: To be eligible for transition services from a school district the student should have an IEP or, in some circumstances, students may have a Section 504 plan. Under School to Work or other initiatives, all students should have individual career plans.

DEPARTMENT OF REHABILITATION

- Job Placement Training Assistive Technology
- Service Coordination (Case Management) Career Counseling
- Supported Employment Assessment WorkAbility II *
- WorkAbility III & IV *
- TPP * * (Local education agencies provide matching funds through a contract with the Department of Rehabilitation.

Eligibility: An individual with a disability is eligible for services if the physical or mental impairment is a substantial impediment to employment and requires vocational, rehabilitation services to prepare for, enter, engage in, or retain gainful employment. In some cases, financial considerations may apply.

REGIONAL CENTERS/ Department of Developmental Services

- Service Coordination (Case Management) Independent Living Skills Training
- Assistance in securing:
- Housing Transportation Medical Services
- Day Activities Supported Employment Respite

Eligibility: Disability due to mental retardation, cerebral palsy, epilepsy, autism or a condition requiring treatment similar to that required by mentally retarded persons and the disability began before age 18, is likely to continue and is substantially disabling for the individual.

SOCIAL SECURITY

- Supplemental Security Income (SSI)
- Social Security Disability Insurance (SSDI)
- Impairment-Related Work Expenses (IRWE)
- Plan for Achieving Self-Support (PASS)
- MediCal - California's Medicaid Program

(Not a direct program of SSA, but persons qualifying for SSI can be enrolled.)

Eligibility: To be enrolled in any of the above programs, except for SSDI, you must meet financial eligibility criteria. To receive SSI, a person under the age of 65 must have a disability that will keep the person from working for at least 12 months or is expected to result in death. Contact the Social Security toll free number 1-800-772-1213 or the office in your area to find out about specific requirements for each of the above programs.

COMMUNITY COLLEGE

- Job Placement through WorkAbility III* Accommodations to classes
- General Education Learning Disability Programs
- Certificated Vocational Education Programs Associate of Art degrees
- Developmental Disability Programs or Special Education
- Assistive Technology Disabled Students Programs and Services (DSPS)
- Regional Occupational Programs

*(Department of Rehabilitation eligibility applies.)

Eligibility: Confidential support services are available for all students with a verified temporary or permanent disability who are regularly enrolled. Students may be eligible for one or more services, depending on the specific nature of their disabilities. Disability verification must be provided when registering with DSPS. Support services may include: registration assistance, classroom accommodations, mobility services, deaf services, print access, and learning disability services.

STATE UNIVERSITY

- Accommodations for classes General Education
- Job Placement through WorkAbility IV* Bachelor and Graduate Degrees
- Disabled Student Services (see Eligibility)

*(Department of Rehabilitation eligibility applies.)

Eligibility: Confidential support services are available for all students with a verified temporary or permanent disability who are regularly enrolled or enrolled through the Extended Learning Program. Students may be eligible for one or more services, depending on the specific nature of their disabilities. Disability verification must be provided when registering with DSS. Support services may include: registration assistance, classroom accommodations, mobility services, deaf services, print access, and learning disability services.

EMPLOYMENT DEVELOPMENT DEPARTMENT

- Job Search Workshops Job Referrals
- Labor Market Information

Eligibility: Employment placement services for job ready individuals 16 years and older (and for ages 12-16 with special work permits from students' schools).

JTPA - SERVICE DELIVERY AREAS (SDAS)

STATE JOB TRAINING COORDINATING COUNCIL (SJTCC)

- Assessment Job Placement Training
- Service Coordination (Case Management) Child Care
- Paid Work Experience

Eligibility: Varies according to each JTPA funding source. JTPA serves low income adults and youth, and displaced workers.

MENTAL HEALTH

- Psychiatric In-Patient and Long Term Care Services
- Psychiatric Diagnosis and Adjustment Medication
- 24 Hour Crisis Counseling Mental Health Rehabilitative Services Youth and Children Services, including Day Treatment Services

Eligibility: Mental Health is charged to provide services to those who meet statutory definitions of "target population" criterion, which includes a Diagnostic and Statistical Manual definition for psychiatric, behavioral disorders and certain specified behavioral patterns. If services are funded by MediCal, individuals must meet "medical necessity" criterion.

PARENTS and FAMILY MEMBERS

(Of course not a government agency, but a vital part of the Transition Team)

- Continued or lifelong encouragement and support
- Financial Support Utilize additional community resources
- Health and safety Guidance
- Supporting self-advocacy for their children
- Supporting self-determination for young adults
- Provide opportunities to explore interests and learning activities

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TRANSITION CHECKLIST

The following is a checklist of transition activities to consider when preparing individual transition plans (ITP) with the IEP team. The student's skills and interests will determine which items on the checklist are relevant. Use this checklist as a guide for developing transition activities that should be included in the IEP. It can help identify who should be part of the ITP/IEP team. Responsibility for carrying out the specific activities should be determined at the ITP/IEP meetings.

Four to Five Years Before Leaving the School District

Identify personal learning styles and the necessary accommodations to be a successful learner and worker.

Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.

Explore options for post-secondary education and admission criteria.

Identify interests and options for future living arrangements, including supports.

Learn to communicate effectively your interests, preferences, and needs.

Be able to explain your disability and the accommodations you need.

Learn and practice informed decision making skills.

Investigate assistive technology tools that can increase community involvement and employment opportunities

Broaden your experiences with community activities and expand your friendships.

Pursue and use local transportation options *outside of family*.

Investigate money management and identify necessary skills.

Acquire identification card and the ability to communicate personal information.

Identify and begin learning skills necessary for independent living.

Learn and practice personal health care.

Two to Three Years Before Leaving the School District

Identify community support services and programs (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.)

Invite adult service providers, peers, and others to the ITP/IEP meeting.

Match career interests and skills with vocational course work and community work experiences.

Gather more information on post secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.

Identify health care providers and become informed about sexuality and family planning

issues.

Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, medicare.)

Learn and practice appropriate interpersonal communication, and social skills for different settings, (employment, school, recreation, etc.).

Explore legal status with regards to decision making prior to age of majority.

Begin a resume and update it as needed.

Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.

Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One Year Before Leaving the School District

Apply for financial support programs. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services.)

Identify the post-secondary school you plan to attend and arrange for accommodations.

Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post secondary and work environments.

Specify desired job and obtain paid employment with supports as needed.

Take responsibility for arriving on time to work, appointments, and social activities.

Register to vote and for selective service (if male).

(Parent Brief, Winter 1996, National Transition Network)

Transition Teams for Individuals in Transition

Transition Teams

Transition Teams are a way for two or more agencies to collaboratively address the needs and wants of an individual in transition. Transition Teams have been successful with a wide range of people, ages 14 through 50, including those with developmental disabilities, learning disabilities, or physical disabilities. They've worked for non-verbal consumers, Mental Health clients, and foster students.

Qualities of transition teams include:

- The focus in on the individual's needs and wants.
- All team members, including the individual and family members, are equal at the table.
- Decisions are made by consensus.
- There is a neutral facilitator.

Some benefits of Transition Teams:

- These client centered teams are built around the needs of the individual consumer.
- While originally developed for youth, they have proven so effective that many SWITP partners are routinely using them with consumers of all ages.
- Transition Teams simplify the transition process and result in better services for consumers as they bring everyone involved together at the same time.
- A joint plan is developed based on what the person in transition needs and wants rather than merely on what the agencies can offer.
- The process develops a high degree of trust, accountability, and respect among the team members.
- This team approach identifies more resources and generates more options than separate agency meetings.
- Transition teams have resulted in a much higher degree of consumer satisfaction and success.

Transition Teams save money and time by:

- Dealing with most situations once rather than by each agency
- working with each client individually.
- Preventing crises from developing.
- Eliminating duplication of efforts in assessment and services.

Preparing for Transition Team Meetings

- To assist the person in transition to identify his/her needs and wants.
- To determine if a meeting is the best way to proceed.
- Is there a better way to meet the person's needs?
- Does the person want a Transition Team?
- Are there two or more agencies involved?
- To discover the most important transition issues for this person:

- Employment
- Education and training
- Independent living
- Community participation
- Self advocacy
- Transportation
- Personal issues
- To determine who should be invited to the Transition Team Meeting.
- To find out whether the person in transition and his/her support people (parents, foster parents, friends, spouse, etc.) have differences of opinions about the transition plans.
- If so, discuss how to deal with them.

Before a Transition Team Meeting, someone needs to:

- Assist the person in transition to identify or clarify his/her needs, wants, and preferences for the future.
- Explain the transition process and system to the person in transition and his/her family, if necessary.
- Help the person in transition and family decide:
- Whether needs can be met by one agency or if a team approach is needed.
- Who should be invited to the team meeting.
- What is most important to deal with now.
- The purpose for this Transition Team Meeting.
- Gather information about any current or previous assessments or services.
- Help arrange the team meeting. Arrange for a translator or interpreter, if necessary.
- Help the person in transition and family prepare for the meeting.

Important Planning Questions

- **Where** do you want to spend your time?
- **What** do you want to be doing?
- **Who** do you want to spend time with?
- **How** do you want us to help?

Getting from here to....

Transition Team Meetings

Suggested Order for Transition Team Meetings

1. Facilitator starts the meeting:

- Passes around Attendance List
- Defines roles for meeting
- Suggests Meeting Agreements
- (Such as: One person speaks at a time)
- Helps team decide how decisions will be made

(For example: by consensus, voting, person in transition decides)

2. Facilitator states reasons for this Transition Team Meeting

3. Facilitator reminds the team that the meeting is for the Person in Transition:

- The person in transition is the focus of the meeting - eye contact and conversation are directed to him/her
- He/she gets first chance to talk in each area
- Other team members talk to, not about, the person in transition

4. Facilitator introduces parents and significant others of the person in transition:

(Such as: sisters, brothers, friends, fiancee)

- Gives permission/authority to participate and to be equal members of the team

5. Each of the other team members introduces self and states why he/she is at meeting.

- May briefly describe services they can offer

6. Facilitator reviews the Agenda:

Lists issues in order of priority

Example:

1) Employment

2) Transportation

3) Independent living

Any necessary changes are made to the agenda

7. Facilitator reminds team members to focus on the needs of the person in transition and not the usual services of the agencies; to "color outside the lines."

8. The team works through each issue:

- State desired outcome
- Clarify the situation
- Related experiences
- Problems that got in the way
- Brainstorming and problem solving
- Is this local policy or law?
- Check with the person in transition and other members familiar with the person
- Choose best option
- Write option on plan, person responsible, timeline

9. Choose Transition Services Coordinator:

- To keep track of things
- To serve as central point of contact

10. Facilitator:

- Reviews what's written on the plan
- Checks for clarity and agreement
- States "What Happens Next"

11. Final check:

- Anything else?
- Anything anyone is uncomfortable with?

12. Evaluate the meeting:

- What worked/what could have been improved?

13. Close the meeting

14. Make copies of the plan and hand out to each member (may need to be mailed later)

Transition Team Slogans:

Who's the System For?

Color outside the lines

Just Do It!

Be patient, kind, and like a leech

Interagency Coordination Teams

During Transition Team Meetings, agencies often agree to collaboratively provide services to an individual. Practice has shown that there may be a need for an Interagency Coordination Meeting to work out the details in serving that client.

For instance, two or three agencies working with a client may each have monitoring as part of the usual menu of services. If all of the agencies attempt to monitor how the consumer is doing on the job, it will be very confusing for both the consumer and the employer. In an Interagency Coordination Team Meeting, one agency can be picked to do the monitoring.

Interagency Coordination Team Meetings:

Happen after Individaul Transition Team Meetings, if necessary.

Their purpose is to make the plans actually happen.

Example:

Problem: Two agencies will be working with the person in transition and the employer. One has a weekly time card for attendance; the other has two-week time cards for payment.

Solution: Both use the payment timecard on a weekly basis.

The person in transition doesn't have to be present.

Once an issue is decided, the solutions will usually work with subsequent clients. There won't need to be another meeting.

Interagency Coordination Meetings can be called if problems have occurred with the way the agencies are implementing the transition plan.

The next page shows an Agenda Worksheet which can be used to plan an Interagency Coordination Team Meeting.

Pre-Meeting Agenda Survey

(for an Interagency Coordination Team Meeting)

Please return this form by September 23rd

A. In the space below, please list up to two issues you would like discussed during the meeting. Also, include the amount the amount of time you think it will take to discuss the issue. We will try to accommodate everyone's needs. Please remember the meeting is only an hour long.

1. Topic/Issue:

    Desired Outcome:

    Time Needed:

2. Topic/Issue:

    Desired Outcome:

    Time Needed:

B. Do you have any problems/concerns about the meeting? Please list them along with possible strategies to prevent these problems from occurring.

Concern Potential Solution

1.

2.

3.

C. Considering your input to this survey, please summarize what you will need to get out of this meeting to feel that it is worthwhile.

Submitted by _____

(Sample Agenda)

INTERAGENCY COORDINATION TEAM MEETING

Wednesday, November 30

1:00-2:00/2:15

Agenda

I. **INTRODUCTIONS** Group

Introduce ourselves to Sam 5 min

II. **OPENING**

Meeting agreements, agenda, Rita

meeting decisions and outcomes 5 min

III. **SAM**

Goals, issues, needs Rita/Group

5 min

IV. **AGENCY ROLES/EXPECTATIONS** Group

Department of Rehabilitation 20 min

Golden Sierra Job Training Agency (JTPA)

PRIDE (Community Based Organization)

County Mental Health

Placer Union High School District (Education)

V. **COORDINATION OF SERVICES** Group

Who does what 20 min

Specific issues

Plan of action

VI. **MEETING EVALUATION** Rita

5 min

Contacts and Resources

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CONTACTS FOR INFORMATION
ABOUT TRANSITION AND SYSTEM CHANGES

California School to Work Interagency Transition Partnership (SWITP)

SWITP
Internet home page:
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SWITP Work Sites:

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Parent Training & Information Centers

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Exceptional Parents Unlimited
Leslie Lee, Director
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MATRIX, Parent Network & Resource Center
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PHP, The Family Resource Center
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The California School to Work Interagency Transition Partnership (SWITP) State Workgroup

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Resources to Support Interagency Collaboration

SWITP web page contains SWITP information, including all of the booklets, transition and disability resources listed below. It has links to over 2,000 internet resources related to School to Work, Transition, Employment and Training, Legislation and Grants.

Best Practices for Building Interagency Transition Teams (booklet)

Best Practices for Transition Services from School to Adult Life from the Consumer/Family Viewpoint (booklet)

Best Practices for Coordinating Transition Services: Information for Consumers, Parents, Teachers and Other Service Providers (booklet)

Who's the System For? (Video, 20 min.)

The Transition Team Process (Video, 15 min.)

The SWITP Memorandum of Understanding (details implementation activities of each SWITP partner agency, as well as agreements obtained across agencies)

The Government Accounting Office Report "People with Disabilities, Federal Programs Could Work Together More Effectively to Promote Employment"

cites programs such as SWITP which promote collaboration and describe barriers that need changing. It contains useful statistics and analysis. The first book ordered is free. Order by calling 202-512-6000 and requesting publication #HEHS-96-126.

The Chancellor's Office of California Community Colleges funds the "Building Interagency Transition Team" project which provides technical assistance to local areas wanting to develop an interagency team to address their particular community's needs. Contact: Patrick Conklin at 916-323-5956.

Each **SWITP** partner makes in-kind contributions of a variety of resources to support the implementation of the partnership's new way of doing business:

Working together to focus on WHO the System is FOR.

Other Transition Service Resources

Transition Services Language Survival Guide for California.

Published by California Department of Education.

To order call: 916-327-4221

or write:

CDE, Special Education Division, 515 L St., Suite 270,

Sacramento, CA 95814

Transition Plans Guide to the Future.

Published by California Department of Education.

To order call: 916-327-4221

or write:

CDE, Special Education Division, 515 L St., Suite 270,

Sacramento, CA 95814

What You Can Do to Help

1. Discuss with the school and others how the Individual Transition Teams and Interagency Transition Coordination meetings can be used in transition planning...

a) person-centered planning

b) use of interagency teams to insure coordination and quality of services

c) single planning process, and in time, a single planning document

d) one lead transition services coordinator

e) minimum number of eligibility and service planning assessments

f) interagency team problem solving appeals process, when necessary.

2. Find out if there is an Interagency Transition Coordination group in your area...

a) ask for information

b) find out about the Memorandum of Understanding for Transition.

c) ask what you can do to promote improved Transition Planning in your community

d) find out what is working.

3. Find out how you can promote collaboration and team building between young people in transition, families, professionals and agencies...

a) learn more about what makes collaboration work

b) work with others in the community to build partnerships around transition services

c) explore ways to use community resources to help students achieve successful transitions

d) call the Parent Training and Information Center in your area for more information about services and transition.

4. Network with other interested parties - ask them to talk to Policymakers...

a) young people in transition

b) families

c) professionals

d) businesses.

5. Talk to SWITP partner agencies about how they are implementing the Memorandum of Understanding

a) are steps being taken to form a local Interagency Coordination Transition Team?

b) are there plans for cross-training with other agencies?

c) are there plans for having a single transition planning process?

It works for everyone!

Observations from the field about Transition Teams and Coordinated Services

When students come in well prepared, they cut in half the time it takes to determine eligibility. That allows us to spend time on providing services rather than evaluating people. Students get services started immediately and that's really important with students with disabilities. Kathy Fields, Sierra College

Transition Teams make it easier for us to get medical records that we need to establish

eligibility and to get information we need to establish a PASS, a Plan for Achieving Self Support. Nancy Vise, Social Security Administration

After a transition team meeting, I've walked out with the mother or the father or the student and they've said to me that more happened positive in that meeting than in any meeting they've been in. They come away with a plan, they have a direction, they know there are services out there available to them and they know how to access them. Beverly Hill, parent and parent advocate

Parents are more satisfied ... the parents say, "That was wonderful. This was so easy. Why didn't I know these services were out there before?" It is all done at one time in one place, and done really well. I'm able to handle such a large caseload because my clients don't rely just on me. They're connected to other agencies in the community that are able to provide them with the services that they need. It just saves me an incredible amount of time. Rita Harrington, Department of Rehabilitation

We're definitely a performance driven program. There were 4 youth who had really bombed big time on the summer youth program, and if they had just walked through the door on their own and said, "Well, now I'm here to go through your year-round program," most likely they would not have received services. Because of the transition team approach I knew there was a safety net if issues arose. We served those kids. Sharon Williams, Golden Sierra Job Training Agency (JTPA)

Consumers are doing what they want to do instead of what we professionals decide. Students being able to accomplish their goals instead of fitting into the box that we've always established for them. Consumers are excited about what they're doing and feeling good about their success because they had involvement in it. It's transferred to my entire caseload and the way I do business. Gena Stahl, Alta California Regional Center

People told me I wouldn't be able to go to college but I did. I got my certificate in early childhood education. The Transition Team helped me. Julie Francis, consumer

Transition teams open up resources that haven't been available to mental health clients and makes them a lot easier to access. They give the power back to the individual and help them to take charge of their lives. Kim Robertson, Placer County Health & Human Services, Mental Health Division

Having a Transition Services Coordinator saves time because there's one person following through and checking to see that the plan happens. Tom was planning on dropping out. We got together with his special education teacher, his mom, his Rehab counselor, the vocational teacher, and his boss. We figured out a way to have him get paid at that training site with JTPA funding. His employer promised him a $100 bonus if he graduated. Tom did graduate and he's still working at that job. If there hadn't been that type of coordination I don't know what would have happened. Christina Nicholson, Placer Union High School District TPP

Acknowledgements and Credits

This manual evolved from two documents:

Best Practices for Transition Services from School to Adult Life from the Consumer/Family Viewpoint

Best Practices for Transition Teams

The materials and ideas were contributed by people dedicated to improving the transition process and services for students with disabililities.

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Alice Curtis, Judi Kocrndyk and Christina Simonds, Diagnostic Center, Southern California, developers of "Career Planning Profile."

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Judy Reichle, SWITP Coordinator.

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